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ETYMOLOGY.

A KNOWLEDGE of the meaning and use of words is so important and so difficult to attain, that any thing which gives fair promise of aiding in the work is to be warmly welcomed.

Robert Hall, when invoking a spiritual influence on the hearts of men, recalled the word *penetrate*; nothing but *pierce* could express his quick and clear conception. Coleridge, impressed with the view of the waterfall before him, stood seeking for a word to describe the scene, till a friend beside him said, "*majestic*." "That," said he, "is the word I wanted." Another might have been content with "*grand*" or "*beautiful*," or some other word to which he attached no very definite meaning. He might be content with a wrong word because he had nothing definite to describe, or because he had never distinguished between several words any of which could perfectly describe some part of such a scene.

Thus we see the reciprocal influence of words and thoughts. If a man has a well defined *thought* or *feeling*, he will struggle to find a fit word to express it; and if he studies the meaning of *words* with care, the exercise will give his *thoughts* distinctness. His words will serve to mark the extent and limit of his thoughts. As a man is usually more accurate when he writes than when he speaks, so when he expresses a conception in words it is more clearly defined than when he looks at it as at a picture. When a logician has accurately reduced his thoughts to propositions, his work approaches the precision of Algebraic reasoning. The influence of precise language is so obvious on our thoughts that "a correct language and good reasoning" have been pronounced "inseparably connected." Locke, in speaking of the necessity of understanding the full force of words, remarks, that "the

want of a precise signification in their words when men come to reason, especially on moral matters, is the cause of very obscure and uncertain notions. They use their undetermined words confidently, without much troubling their heads with a fixed meaning; whereby, besides the ease of it, they obtain this advantage, that as in such discourses they are seldom in the right, so they are as seldom to be convinced that they are in the wrong: it being just the same, to go about to draw these persons out of their mistakes, who have no settled notions, as to dispossess a vagrant of his habitation, who has no settled abode. The chief end of language being to be understood, words serve not for that end when they excite not in the mind of the hearer the same idea which they stand for in the mind of the speaker."

But few, even of those called educated, have this accurate knowledge of the meaning of words, and are careful in their use; and they therefore fail to convey to others what they do think and feel. Of what advantage to others is it that a man thinks clearly, if he does not express his thoughts with precision? or that he can conceive what is beautiful if he has not the mastery of those signs by which his picture can be presented to others? So, on the other hand, if I read what has been well written, it is profitless unless the words convey to me the thoughts or emotions which the writer lodged there. I shall not see his landscape unless I know the shades of meaning which his words express. The logician's algebra will lead me to no conclusions till I know the values and relations of the quantities which he uses.

How many persons of moderate education throw aside a work, even on a science in which they are interested, because they cannot understand its terms; or a philosophical treatise, because the words do not convey to them distinct ideas.

The *sight* of suffering, and the common sounds of joy or grief, affect every one who can sympathize with gladness or sorrow; just so might written words affect us, were their significations as well known.

A composer of music speaks through two languages, — one to the performer and another to the listener. The first is artificial, the other is natural, and has an unfathomed depth of richness. No other language is so copious for the expression of feeling; yet some, whom Nature stinted, or whom education has despoiled, cannot understand it, — can draw neither thought nor feeling from that which inspires others.

But we are considering only the first steps towards such a knowledge of language as will enable one to understand what is abstruse in philosophy and appreciate what is beautiful in poetry. It must not be overlooked that many words have lost the precise signification which their etymology gives them. Nor can it be

denied that the more valuable portion of our knowledge of words is obtained by conversation and by reading well written books. But the fact that much is obtained insensibly or passively is no objection to the systematic study of words.

One obvious advantage of studying the etymology of words is, that when the meaning of one word is learned we have a key to that of many more. The characteristic of a class is learned. More than three hundred and fifty English words are derived from "*facio*;" and the signification of most of them is known as soon as the learner is acquainted with the other part or parts of the word. More than seventy of these end in "fy" as a suffix, like "liquify" and "purify," in all of which the signification is perfectly obvious.

The meaning of many words is more clearly seen from the etymology than from a common definition. Nothing but seeing the thing itself can make a child understand what a peninsula is, so well as telling him that the word is from "pene," almost, and "insula," an island. *Rectitude* has more straightness when one knows its root. A pupil will at no time better receive the idea that *virtue* is active, and lives and grows by struggling, than when he first learns the latin "virtus." When he learns that *ambition* is from "eo," to go, and "amb," about, and that the term had its origin in the canvassing of the Roman office seekers, if he does not obtain precisely the present signification of the word, he sees that the ways of men have not wholly changed since Rome was young.

Observe *urbane*, from "urbs," a city; *fanatic*, from "fanum," a temple for worship; *profane* from the same, with "pro" as a prefix, signifying before or outside of, the word meaning unworthy to be admitted; *fervency*, from "ferveo," to boil; *ardent* from "ardeo," to burn, and any number more, and we feel the English words strengthened and vivified by the Latin from which they are derived. It is often as true in language as in anything, that vitality comes from roots.

Resemblances and differences in the signification of words are easily seen and fixed in the mind by the etymology. The pupil who knows the meaning of "volo" and "facio" will not be likely to confound *benevolence* and *beneficence*. When he thinks of the "a" the difference between *vocation* and *avocation* will be suggested. This is especially observable in such words as the following from *scopeo* (σκοπέω), to look, to observe narrowly.

With *tēle* (τῆλε), far, it is telescope.

With *mīcros* (μικρός), small, it is microscope.

With *thermos* (θερμός), heat, it is thermoscope, an instrument for showing the temperature.

With *stēthos* (στήθος), the breast, it is stethoscope, an instrument for distinguishing diseases of the lungs by sounds.

With sideros (σίδηρος), iron, it is sideroscope, an instrument for detecting minute quantities of iron in any substance.

With hudōr (ὕδωρ), water, it is hydroscope, an instrument for showing the quantity of moisture in the air.

With manos (μάνος), thin, it is a manoscope, an instrument for showing the rarity of the air.

With hēlios (ἥλιος), the sun, it is helioscope, an instrument for beholding the sun without injury to the eyes.

With anemos (ἄνεμος), wind, it is anemoscope, a machine to show the velocity of the wind.

With kalos (καλός), beautiful, and eidos (εἶδος,) form, it is kaleidoscope, an instrument for making and showing beautiful forms.

From an important root, words are made by means of prefixes and postfixes, in numbers which make one want the formulas of permutations and combinations.

We are always pleased at the discovery of unexpected resemblances. A pleasure of this kind is often experienced in tracing words to a common origin. I have often seen a learner but just refrain from clapping his hands on tracing to a familiar root a word in whose present use the signification of the primary word is not very apparent. *Parasite*, a frequenter of a rich man's table, who gains his welcome by flattery, is from para (παρά), near, and sitos (σίτος), grain, and was the name given to the priest who collected the corn for the sacrifices.

Sycophant, an obsequious flatterer, from sycos (συκος), a fig, and phano (φαίνω) to show, meant an informer against those who stole figs, — afterwards a tale bearer, — and now a low flatterer.

Sincere, without deception, from "sine," without, and "cera," wax, is said to have been first applied to Roman pottery, which had no disguised flaw, as the potters were accustomed to rub wax into the flaws of the unsound vessels before sending them to market. This pleasure is heightened by a little obscurity in the origin, as wit is best if the point be not too easily seen. We speak of pithy sayings, but pith is found with in a covering of bark and wood.

The systematic study of Etymology by common pupils is a new thing; and to aid in it several books have appeared. Mr. Keagy's edition of Oswald's Etymological Dictionary can hardly be spoken of in too high terms. The man of some classical attainments may refer to it more conveniently than to Webster or Richardson, and the pupils of all our schools who have advanced far enough to use it judiciously, will find it a good companion in study and reading. We think it a great defect in the "Manual" of Mr. McElligott, that the Latin and Greek words are altogether omitted. To tell the pupil that in demagogue "dem," but in

democracy "demo," means "the people," is not so well as to give him "demos," (*δημος*), and explain the changes and teach him that such changes are of frequent occurrence.

And we would venture to ask, if in this work, as also in those of Mr. Lynd, it would not be well to depart farther from the alphabetical order and present words at first on which the pupil can work more understandingly. As it is, words comparatively unimportant and of rare occurrence are learned about as soon as those with whose use the pupil is familiar and which occur so often that they would be reviewed every hour.

We would ask further, if, by learning enough of Latin grammar to know the paradigms and the most important changes which the words undergo, and the modifications of meaning which these changes give, the pupil would not work enough more understandingly to pay for the additional labor, and also be placed in a condition to help himself more afterwards. He will learn the Latin particles as easily there as anywhere, and then they will not seem to him so much like specks picked from chaos. For we must remember that, while the classical scholar finds in each root an old acquaintance, the common learner is seeking knowledge of his own language from one of which he knows nothing. Without knowing the principal parts of the verbs, the forms of the third root will often be learned as independent words. The pupil will not be able to refer groups of Latin words to a common origin, and therefore will learn them singly; and if he progresses far enough he finds he is taking significations at second hand, when he might just as well see the first types himself.

If the whole effect of some accurate study of Latin grammar be considered, the propriety of securing it as a basis for the etymology becomes less doubtful. I have compared the progress of pupils, some of whom were pursuing only the common and higher English studies, while others alternated the English with Latin, so as to have one exercise in Latin daily; and though the latter have fallen behind in English for a while, yet they have generally brought it up before long, and at the end of two or three years possessed as good an English education, and the Latin (whatever it may be worth) besides. I have often heard the same expressed by teachers, and believe it would usually be the case with all that class of pupils who attend school constantly till they are fifteen or sixteen years of age. I do not know of any thing else in which the teacher can so easily secure good habits of studying. It is a good place to teach accuracy in little things. By tracing every thing to its elements, we learn to scorn what is superficial. The Latin syntax, which includes all of our own, is, from its own character, as well as from the care which has been bestowed to express it well in rules, fitted to give the

pupil distinct notions of the structure of language. Perhaps a dead language has advantages over a spoken one in this particular. Its changeless forms are, age after age, made the study of the best minds, arranged and rearranged, each author hoping to present it to the student under an improved arrangement; while the grammars of our language have generally been the hasty work of superficial men making something to sell.

TEXTS FOR A TEACHER OF GEOGRAPHY.

EXPLAIN to your class in Geography, if it is of the proper capacity, the phenomena stated below. Perhaps the order in which they are arranged will be found a natural and convenient one :—

1. The weight of the atmosphere near the equator is not so great as in the middle latitudes.

2. Over the oceans, in the vicinity of the equator, there is a constant east wind. Through 20° of lat. on the north of this belt, a northeast wind prevails, and a southeast through about the same distance on the south of it; both varying a little as the sun passes from one tropic to the other. North of about 30° N. lat. southeast winds prevail, and south of about 30° S. lat. northwest winds prevail.

Cinders from a volcano in St. Vincent fell in abundance on the Barbadoes, the trade wind of course blowing westerly. On the 25th of Feb., 1835, the volcano of Cosiguina threw cinders into the air, which two days afterward fell in Jamaica, so as to cover the streets, the wind at the time blowing from the northwest.

3. Across the Indian Ocean, from Africa to Asia, a southwest wind (monsoon, or season wind) prevails from April to October, and one in the opposite direction for the remainder of the year.

4. A southwest wind in the Northern Hemisphere, as it advances in its course, always tends to become more westerly, and a northeast wind to become more easterly.

5. In the torrid zone, the rains in most places accompany the sun.

6. The mean annual fall of water in the temperate zone, on the eastern continent, is 34 inches; on the western, 39. In the torrid zone, on the eastern continent, 77 inches; on the western, 115.

7. More rain falls at some distance up the sides of a mountain range than at its base or its summit. Little rain falls in the interior of a large tract of level country.

8. The opposite coasts of the peninsula of Hindostan have

their rains in opposite seasons of the year, and on the table land between these, are often two periods of rain.

9. The annual fall of rain on the western side of the Dofrifield mountains, at Bergen, is 82 inches, while but little falls on the eastern side. At Tolmezzo, on the south side of the Alps, observations for twenty-two years show an annual fall of 90 inches of rain; on the north side there is no more than 35 inches. At Mahabaleshwar, on the eastern side of the Ghauts, the annual fall of rain is 302 inches, or more than 25 feet, while on the other side of the mountains, not more than 26 inches fall.

10. The average winter temperature of the Faroe Islands is 38.5° of Fahr., and the average summer temperature is only 15.5° higher; while at St. Petersburg, the average in winter is 16.3° , and in summer 45.5° higher; and in Yakoutsk the mercury is in winter 38° below zero, and in summer 101° higher. In Madeira the temperature in winter is 61.3° , and in summer 8° higher; in Cairo in winter 58.5° , and in summer 26.1° above that point. "While in green Ireland, the myrtle grows in the open air as in Portugal, without having to dread the cold of winter, the summer sun of this same climate does not succeed in perfectly ripening the plums and the pears, which grow very well in the same latitude on the continent. On the coasts of Cornwall, shrubs as delicate as the laurel or the camelia are green through the whole year in the gardens, in a latitude at which, in the interior of the continents, trees the most tenacious of life can alone brave the rigor of the winters. But in exchange, the mild climate of England cannot ripen the grape, almost under the same parallel where grow still the delicious wines of the Rhine. At Astracan, on the northern shore of the Caspian, Humboldt says, the grapes and fruits of every kind are as beautiful and luscious as in the Canaries and in Italy; the wines there have all the fire of those of the south of Europe, while in the same latitude at the mouth of the Loire, the vine hardly flourishes at all. And yet, to a summer capable of ripening the southern fruits, succeeds a winter so severe, that the vine-dresser must bury the stock of his vines several feet beneath the earth, if he would not see them killed every year by the cold. Who does not remember that a part of the Russian army, despatched for the conquest of Khovaresmia, perished under the snows, and by the colds of 20° below zero of Fahrenheit, in a country situated under the same parallel as the Azores, where reigns a perpetual spring, and where, in the midst of winter, the vegetation and the flowers display their most brilliant colors."

The southern part of England, latitude 50° , has a mean annual temperature of 50.9° Fahr., which is 12.6° warmer than that about the Gulf of St. Lawrence in the same latitude.

Between the north of Norway, latitude 70° , and Baffin's bay in the same latitude, the difference of mean annual temperature is 33° . The same is true of Russian America and Kamtschatka ; or in general, the western coasts of the continents are warmer than the eastern.

If any individual is not acquainted with the principles necessary to explain the facts stated, he will find just the aid he needs in Guyot's Lectures on Physical Geography, delivered in Boston last winter. The book will be interesting and profitable to every one who wishes to know the effects which the earth's form and motion, together with the forms of the continents, produce on the atmosphere and ocean, the climate, productions, and animals, and on man. Principles are so happily presented and illustrated, that the reader is both charmed and enriched. He feels elevated, and as if a new power had been given him, while he sees the simple plan of nature in what before seemed without plan. As he learns the fixed laws of the atmospheric currents, he is ready to deny that winds are fit symbols of changeableness. To one who loves to know the reason of things, — who loves to see the laws of Nature in their simplicity and beauty, the study of the book will be delightful. It is such a book as makes us feel grateful to the man who made it.

Mrs. Somerville's Physical Geography abounds with useful information, very clearly and concisely presented. This is a book of facts ; Prof. Guyot's one of principles. Occupying slightly different ground, and being very unlike in plan, they are the more valuable in connexion. We hope these books, especially the latter, may be extensively possessed and studied by teachers.

TRUE CONSERVATISM.

CULTIVATE, then, a just moderation. Learn to reconcile order with change, stability with progress. This is a wise conservatism ; this is a wise reform. Rightly understanding these terms, who would not be a conservative ? Who would not be a reformer ? A conservative of all that is good — a reformer of all that is evil ; a conservative of knowledge — a reformer of ignorance ; a conservative of truths and principles, whose seat is the bosom of God — a reformer of laws and institutions which are but the wicked or imperfect work of man ; a conservative of that Divine order which is found only in movement — a reformer of those earthly wrongs and abuses which spring from a violation of the great law of human progress. Blending these two characters in one, let us seek to be, at the same time, Reforming Conservatives and Conservative Reformers. — *Charles Sumner.*

EXERCISE CONDUCIVE TO STRENGTH.

THE law that exercise promotes growth, is full of encouragement, especially to the young. Teacher, seek familiar illustrations of it for your pupils. The smith, who swings a sledge daily, has a large arm, and its muscles are hard and strong ; but the boy whose wrist was injured so that he could not use his arm for two months, found that the muscles, even in that short time, became smaller, and soft and weak. Tell the boys a few instances of wonderful attainment in athletic exercises, a few well explained feats of jugglery, or, better, remind them of the increase of skill which they know a few days' practice gives them in their games of marbles, quoits or leaping, and they will readily understand that "growth by exercise" is the law of their physical system. Should a circus have drawn some of your pupils from school, if you can make the performances which they witnessed illustrate this law and impress it upon their minds, their visit will not have been wholly in vain.

The law of the mind is the same. Say to your pupil, — Tax your memory and you will be able to remember more and more ; solve a difficult problem in Arithmetic, and you will be able to solve a more difficult one ; overcome listlessness and fix your attention well on your lesson, and close attention will become more easy. Ask him to think of the time, if he can recall it, when a half dozen easy lines were his half day's lesson. After a few months he learned twice as much, with ease. Within a year he had again doubled his ability ; and can now perform many times as much study with the same exertion. Indeed, he did not then know how to make an effort, but now has learned a little how to use his strengthened powers. In a short time he may double his present ability and again double that ; and who can tell where the limit to this augmentation is ? What man has yet been able to say, "I have made the most of the powers which Nature gave me ?" By proper exercise, this multiplication of ability may go on till the meridian of life is passed and decay commences ; nay, more than this, proper mental exertion prevents decay, protracts the manhood of the mind and lengthens the intellectual life. But had the pupil stopped with those first four lines, and tried no more, though his body might have grown to its present size, his mind would have been a child's mind or an idiot's, for neglected powers die out. It is not books alone which do this. It is proper exercise of our powers on any thing. We are guarded against utter imbecility by being unable to live among men or in solitude, without some exercise of thought and memory.

But this law appears more beautiful as we see it in our moral nature. If we cherish feelings of reverence for God and all

goodness, when a proper object for reverence is presented, the feeling will rise more readily. If children strive to check all but kind and generous feelings, these will become habitual, and at the sight of a playmate's face, kindness will gush up spontaneously. If duty is placed above every other consideration, and we interrogate conscience often, other influences will lose something of their force; the "yoke" of conscience, and the "burden" of duty light. But if we indulge selfish and churlish feelings, cease to revere God and good men and let inclination take the place of duty, virtuous sentiments will decay, and pampered passions will enslave us.

The expression of feelings on the countenance obeys the same law. The soul's secrets are not wholly its own and God's. It was a heathen goddess who veiled her son in a cloud so that he "went through the midst nor was beheld by any." Man is not permitted to walk among his fellows with no outward sign of the heart he bears. God has ordained that the mind shall imprint itself upon the countenance. Each feeling sends a stimulus to its own muscles in the face; more blood circulates through them; they grow larger and stronger, and determine the expression. Whatever we feel leaves its light or shadow there. Not only is "the eye the window of the soul," but the face like a transparency receives its colors and retains them.

The vegetable world affords us illustrations of this law. Trees on the outskirts of a forest are more deeply rooted than those within, which are less exposed to winds; and one standing alone strikes its roots deep and far to bind and brace itself against the blasts.

It seems to extend to inanimate matter. Let a common horse-shoe magnet remain for a short time without its keeper, and it will lose, perhaps, three fourths of its power. If you attach as much weight as it will sustain, adding small weights at short intervals, in a few days it will recover its strength.

This simple phenomenon is well worth exhibiting to a school of pupils who are unacquainted with it. It is in obedience to this law that "great crises produce great men." The delicate and the timid, with a change of circumstances, show increasing strength and courage. Thus has God, in the constitution which he has given us, benevolently provided "that as our day is, so shall our strength be."

It is said that when the mother of Washington was asked how she had formed the character of her son, she replied, that she had endeavored early to teach him three things, *obedience, diligence, and truth.*

OCEANIC CURRENTS.

WE are accustomed to associate currents with declivity, and to think of the ocean as resting in equilibrium in the great basins between the continents. But the earth's rotation and unequal temperature, together with the forms of the continents, give it several currents as remarkable as those of the atmosphere, and somewhat resembling them. Indeed, the ocean is but a stratum intermediate in position and density between the earth and air, subject to many of the same laws as the latter, and manifesting in many respects the same phenomena. More observations will make us better acquainted with them.

The ruling current is the equatorial, which corresponds in course with the trade wind. The first observer of it was Columbus. After one of his earliest voyages he says, "It seems beyond a doubt that the waters of the ocean move with the heavens." It was along with this current that Magellan was wafted by the trade wind on his course through the Pacific, in the first circumnavigation of the globe.

The water of the equatorial regions, warmed and made lighter, has a tendency to rise and spread on the surface toward the north and south. To fill the place of this, a colder current passes along the depths from the poles to the equator. Difficult as it may seem to get proofs of the existence of this current, it is clearly shown in the North Atlantic by the icebergs, which, sinking two thousand feet into it, are borne through the current of the Gulf Stream, which there runs upon the surface. This water, as it approaches the equator and comes nearer the surface, has not so much motion eastward as the earth has in that latitude, and is left behind, causing a westward current. This is increased by tides, and the trade winds have always been considered as exerting an important influence.

In the Pacific Ocean, a current from the south, driven by the prevailing west winds of the middle latitude, strikes the coast of Chili and divides, sending a current round Cape Horn; while the larger portion turns more westward and joins the equatorial current, which, with an average velocity of a mile and a half an hour, takes its unbroken course to the islands between Asia and New Holland. A northern branch washes the coast of Japan, and a southern is seen in the eddies which interrupt the navigation of the Asiatic islands, already rendered hazardous by the monsoons and the currents which flow through the Indian ocean.

The equatorial current is nowhere else so regular as in the Pacific, because nowhere else is it left to follow the primary laws so free from obstructions. Still it is found towards the southern

part of the Indian Ocean, and, striking Africa north of Madagascar, the principal branch passes with a velocity of four or five miles an hour through the Channel of Mozambique. At the southern point of Africa it meets the Antarctic current, which turns a portion of it back into the Indian Ocean, while another portion pursues its way northward into the Atlantic. The equatorial current flows three or four miles an hour, till it strikes the coast of South America, and is split by the projecting wedge. The southern branch travels the coast, and, turning the Cape, joins again the great current. The northern pours itself into the Caribbean Sea and Gulf of Mexico, the receptacle of its waters, bounded by the continent on one side, and a half-covered mountain range on the other. This basin it fills considerably above the level of the Pacific. Warmed to 86° Fahrenheit, it seeks an outlet between Florida and Cuba, and is found off Cape Hatteras, forcing its way through an ocean almost twenty thousand feet in depth, preserving at three thousand feet from the surface, "nearly the same differences of temperature which distinguish it from the surrounding sea." It now begins to leave the coast, and, near Newfoundland, encounters the northern polar current, which deflects it towards the Azores. The shoals and sandbanks east of Nova Scotia diminish its depth. It widens, and the tropical water spreads northeast to the British islands and the coast of Norway, warming and moistening their atmosphere, frequently depositing on the "lonely shores of Sweden and Norway, plants and seeds of the tropical regions, — unanswerable witnesses of their distant course."

When thinking of the current from the Polar Sea, which forces the icebergs into the Atlantic and assists in bearing them beyond the coast of Newfoundland, it is well to notice, that on the west, a warm current from the Pacific is constantly passing through the shallow straits, and no under current passes out. This accounts happily for the difference of temperature between the east and west portions of the Polar sea.

THERE are two kinds of beauty; that of feature and that of expression. The one secures admiration, the other esteem and love. The one consists in a happy arrangement of the several parts of the material frame, the other results from the qualities of the spirit which dwells within it. The one requires a peculiar combination of lines and colors, in the face and neck especially. The other requires mental vigor, purity and harmony, with moral healthfulness. — *Rev. E. N. Kirk.*

EARNESTNESS IN TEACHING.

(From an Essay read before an Association of Teachers, 1847.)

EARNESTNESS is the soul of enterprise, the essential condition of success. It is that principle which springs from conscious power, and connects the purpose with the act. In the Teacher it implies a just conception of the objects of education, and a genuine interest in his profession.

Among the *effects* of earnestness, the first is thorough instruction. The teacher can do little more for his pupils than lay the foundation for future knowledge, and give direction to their opening powers. The superstructure each must rear for himself. Yet it is not unimportant that the foundation be of fit material and firmly laid. The symmetry and beauty of an edifice depends much upon the form and proportions of its base; and not more unfortunate is he, who attempts to build upon a false foundation, than he who strives to finish an education which has been superficially begun. How many minds have been perverted by misdirection in early youth! How many have passed over their course of education, unconscious of their imperfections, through the influence of an indifferent teacher? How many, who, in after life, have discovered the defects of their early training, have spent years of almost hopeless toil in eradicating principles and correcting habits, which a competent teacher would have prevented? And how many bitter imprecations have been cast back upon the authors of their misfortunes. We cannot overestimate the evils of superficial instruction. They cling to their victim through every period of life, and often cast their shadow upon every feature of his character. Men form their opinions from trivial circumstances. He that is unfaithful in that which is least, is unfaithful also in that which is greater, — a slovenly pronunciation indicates an uncultivated taste, an unfinished education.

The Teacher's duty is not done when he has stated the general truths which relate to his subject. He must present the whole truth and nothing but the truth, repeating it, line upon line, till it is fully apprehended. If he were required only to communicate knowledge his task would be comparatively light. It is much easier to give instruction than to prepare the pupil to receive it. Almost every child, before entering the schoolroom, has formed habits which are inconsistent with his progress in study. Those habits cannot be laid aside by a single effort, nor will it usually be attempted from a mere admonition. Habits of indolence and inattention cannot be effectually broken up by any mode or degree of severity. The scholar must be interested in

his studies; his attention must be won by the importance of the subject, or the manner in which it is presented. When this is accomplished, the most common, as well as the most obstinate barrier to thorough instruction is removed. But the work is only begun. Accurate thought requires effort. It is easier to think and speak in a vague, careless style, than to select appropriate and definite language.

The habit of accuracy is seldom formed without the most assiduous care on the part of the teacher. He must notice every fault, correct every error, and insist upon exact knowledge in every particular. No part of his duty is more difficult, or more ungrateful, and he only who is earnest in his work has the patience or power to perform it.

It is no unimportant part of education to train the young for the duties of citizens. Among the first ideas which the child should receive is that of law; and the first moral lesson should be cheerful obedience to rightful authority. This regard for authority cannot be too early enjoined. If cherished in childhood, it will be easily strengthened and matured in after years. But if neglected by the parent, it will be inculcated with difficulty by the teacher; and if neglected by both, the authority of the Civil Law will impose but a feeble restraint.

The necessity of order in the discipline of schools is generally admitted. But how shall it be secured? Shall there be just and imperious laws to control the thoughtless and perverse, or shall they be left to develop their natural tendencies under mild and persuasive influences alone?

There is a power in kind words which often wins the heart and subdues the will. And the teacher who fails to exercise this power is unworthy of his vocation. But there is a kindness which is cruel and merciless, a benevolence that brings forth evil and bitter fruits, — and by their fruits ye shall know them. It is idle to talk of order without law, — the one implies the other. Written or unwritten, it must exist and be enforced, it must be acknowledged and respected. But our respect for any arbitrary law depends very much upon the character of its author, and the design for which it was given. We cannot revere the authority of one in whom we have no confidence; nor yield cheerful obedience to a requirement which seeks not our own or the general good. If the Teacher discovers no interest in the welfare of his pupils, they will not heed his precepts. If he governs with unjust severity, he may indeed inspire a servile spirit and a temporary compliance, yet the true end of discipline will be unattained. But if the principles of good order are clearly and earnestly stated, they will command respect and obedience. Earnestness, therefore, is a necessary condition of correct discipline. But its influence on the scholar is not limited

to a single particular, it affects the whole character. If he is enthusiastic, they will imbibe the same spirit. To an earnest speaker we listen with interest ; his words come to us warm and glowing, and we feel their power ; we are convinced by his logic, but *persuaded* by his earnestness. So, also, the teacher may win the confidence and sympathy of the scholar, and stimulate him to higher attainments in knowledge and excellence.

Another effect of earnestness is its influence on the Profession. Every profession has an appropriate character. We distinguish the members of each with almost unerring certainty. Even if there is no habit of mind which betrays the employment, there is usually some minor characteristic — some peculiarity of manner, dress, or tone of voice. These *distinctions* may be allowed to the *other* professions, but should be denied to the teacher. Whether defects or excellences they belong not to him. His office is to educate, not for a particular profession, but for the higher duties and honors of citizens ; and if his character is to be impressed upon his pupils, as in some degree it must be, it should be free from *professional* peculiarities, and especially from the faults to which the teacher is most exposed.

If the eccentricities, which *alone* have distinguished some of our Profession, are the necessary result of long continuance in the business of teaching, it is not strange that so few have engaged in it, who could find employment in other pursuits. But these habits are not the characteristics of an accomplished educator ; they are formed on those only who have either mistaken their calling or failed to qualify themselves for its duties. He, who fully comprehends the idea of a finished education, and is earnest in his efforts to realize it in himself and his pupils, is safely guarded against all the tendencies which would mar his own character or bring reproach upon his profession. E.

NATURAL *VERSUS* ACQUIRED HABITS.

CECCO maintained that nature was more potent than art, while Dante asserted to the contrary. To prove this principle, the great Italian bard referred to his cat, which, by repeated practice, he had taught to hold a candle in its paw while he supped or read. Cecco desired to witness the experiment, and came prepared for the purpose. When Dante's cat was performing its part, Cecco lifted up the lid of a pot which he had filled with mice ; the creature of art instantly showed the weakness of a talent merely acquired, and dropping the candle, flew on the mice with its instinctive propensity. Dante was himself disconcerted, and it was adjudged that the advocate for the occult principle of native faculties had gained his cause.

NATURE AND EDUCATION.—A FABLE.

NATURE and Education were one day walking together through a nursery of trees. See, says Nature, how straight and fine those *firs* grow ; that is *my* doing ! But as to those *oaks*, they are all stunted and crooked ; *that*, my good sister, is *your* fault. You have planted them too close, and not pruned them properly. Nay, sister, said Education, I am sure I have taken all possible pains about them ; but you gave me bad acorns, so how should they ever make fine trees ?

The dispute grew warm ; and at length, instead of blaming one another for negligence, they began to boast of their own powers, and to challenge one another to a contest for the superiority.

It was agreed that each should adopt a favorite, and rear it up in spite of all the ill offices of her opponent. Nature fixed upon a vigorous young pine, the parent of which had grown to be the main-mast of a man-of-war. Do what you will to this plant, said she to her sister, I am resolved to push it up as straight as an arrow. Education took under her care a crab-tree. This, said she, I will rear to be at least as valuable as your pine.

Both went to work. While Nature was feeding her pine with plenty of nutritive juices, Education passed a strong rope round its top, and pulling it downwards with all her force, fastened it to the trunk of a neighboring oak. The pine labored to ascend, but not being able to surmount the obstacle, it pushed out to one side, and presently became bent like a bow. Still, such was its vigor, that its top, descending as low as its branches, made a new shoot upwards ; but its beauty and usefulness were quite destroyed.

The crab-tree cost Education much toil and trouble. She pruned and pruned again, and endeavored to bring it into shape, but all in vain. Nature thrust out a bough this way, and a knot that way, and would not push a single shoot upwards. The trunk was, indeed, kept tolerably straight by constant efforts ; but the head grew awry and ill-fashioned, and made a shabby figure. At length Education, despairing to make a sightly plant of it, ingrafted the stock of an apple, and brought it to bear good fruit.

At the end of the experiment, the sisters met to compare their respective success. Ah ! sister, said Nature, I see it is in your power to spoil the best of my works. Ah ! sister, said Education, it is a hard matter to contend against you ; however, something may be done by taking pains enough.

FEMALE TEACHERS.

MR. EDITOR : — Allow me through your columns to call your attention to a few considerations relative to female instructors :—

From statements made by Mr Mann, in his Eleventh Report, we learn that in 1837 the number of female teachers in our public schools was about sixty per cent. of the whole, in 1846-7, it was about 68 per cent., in 1847-8, it was increased to between 69 and 70 per cent.

From various sources we gather the following as to the compensation of females in various occupations. In each case, a fair average is supposed to be taken, exclusive of board.

	Per Week.	Per Month.	Per Year.
Female Teachers		\$8.07	\$96 84
Operatives	\$2		104.00
Cooks	\$2		104.00
Seamstresses	\$2.50		130.00
Teachers in Select Schools		\$400 a	\$600

From the Eleventh Report the following is taken : —

"Let this change be regarded for a moment, in an economical point of view. If, in 1846-7, the relative proportion of male and female teachers had been the same as in 1837, then, instead of having 2,437 male teachers we should have had 3,051; and instead of having 5,238 female teachers we should have had but 4,624; — that is, we should have had 614 more male teachers and the same number less of female teachers. Now, the average wages of male teachers last year, inclusive of their board, was \$32.46, and the average wages of female teachers, also inclusive of board, was \$13.60, and the average length of the summer and winter terms varied but a small fraction from four months each. The cost of 614 male teachers, at \$32.46 a month, would be \$19,930.44; and the cost of the same number of female teachers for the same term of time, at \$13.60 a month, would be \$8,350.40. The difference of expense, therefore, for a single year, is \$11,580.04. I am satisfied that the educational gain — the gain to the minds and manners of the children, has been in a far higher ratio than the pecuniary."

Now, this shows a pecuniary gain, and is therefore very satisfactory to many — indeed perfectly so. But let us look at the justice and true economy of this.

What rank should the female instructor hold? What does she hold?

Many advocate the ability of the female mind to impart knowledge upon any subject however abstruse — however simple. No one would wish to, or could deny this. The ability of females to mould the plastic minds of children, — their superior patience, — their intuitive tact in controlling them; indeed, their

whole nature admirably adapts them to the incipient stages of education. In governing children within certain stages of mental development, a female of vigorous mind will succeed better than a male teacher.

The ability of female teachers to impart instruction upon the pure sciences and to minds somewhat more mature, cannot be doubted. To this effect only observe the nature of the education of those coming from one or two of our best female seminaries. In some respects the mind of females is better adapted to instruct in these branches than that of males. They more readily perceive the minute points which puzzle and vex the inquiring pupil. But for the broad comprehension and powerful development of a subject we do not find them apt. It may be that the reason of their not being found more frequently in the learned chairs is some unjust depression of the female, yet that they do not generally succeed well in the more difficult branches is undeniable. Individual instances can be pointed out in which female astronomers and lawyers have shown profound attainments, but they are not intended for this; because as they are the counterpart of man so they are the more imaginative and fantastic. They have an admirable quickness and enthusiasm in the natural sciences — but the metaphysical are too purely intellectual, to satisfy their imaginative and fanciful natures, which are ever seeking to recover for man his primeval paradise, from the material world around them. They do not dwell in the world of pure thought, constructing from their own mental resources still richer treasures — they gather from the world of sense, those beautiful and enchanting visions of “a better land,” which so elevate our youthful hopes. They would rather adorn our dwellings with flowers, thankfully adoring the Giver of all beauty, than by dissecting the leaves and delving beneath the roots of the plant, seek for the sources and causes of all this beauty. They are rather worshipful and devout, than philosophic.

Again, they shrink from the task of applying punishment, when it is necessary. It is repugnant to their natures to enforce obedience. They wish to win rather than compel. They know their own feelings in this respect, and this consciousness begets a hesitation, and the hesitation begets laxness; and there is rarely a school which does not readily recognize this. Hence, a deficiency in that character which they should never fail to possess.

Here, then, we find the most important deficiency of the female character, and it is one which bespeaks it no harm; it on the other hand, shows it forth in its native delicacy. It is a lack of mental energy and vigor of character. Their want is — not of intellect to instruct — of fancy, to please, — of enthusiasm to inspire — of high moral principle to elevate: but of force — mental force empowered by an unconquerable determination to

rule. They would rather yield than conquer by superior strength.

Hence, their position; a position which the silent power of custom assigns them, and which they will ever maintain, as instructors, not controllers, — not governors, but as those who are to stand at the fountain head and see that the streams send forth pure and clear waters. This is their natural position. They hold it as a consequence of their womanly nature. If any one proves an exception to this, it is because, in so far as she is an exception, she possesses an unwomanly character — is an imperfect woman — is masculine or worse.

How far, then, are female teachers to be employed? May not the idea of female instruction be carried too far? May we not employ female teachers when the government of the schools and the future wellbeing of the pupils need more restraint? There appears to be some danger here.

The idea of abiding by law, and taking a proper course to remove any injustice, is one essential to our national existence. If we should ever become a people regardless of law, conspiring against anything which we may imagine to be an equality — forming *émeutes*, and rebelling against the established order of society, then we become no better than mad Frenchmen and anarchists, contending for the shadow of an idea. This law-abiding character, as some would have it, is our glory, and justly too. It is important, then, to impress this idea of reverence for law deeply upon the youthful mind. Especially is it so, in view of foreign immigration, when we find so many diverse and fierce elements disgorged upon us from the eruptions of foreign nations. We must erect in the breasts of our citizens — of those to whom our institutions are to be transmitted — a barrier against this influx stronger than any fortifications of law or war. This can be done by our school system.

But to do this we must possess at the sources of education so much talent and character as shall be able to enstamp upon our children an *American* mind. This will overcome all prejudices of nation or rank, of class or sect, and render the whole mass Democratic, not by depressing the higher, but elevating the lower to the common level.

Unless our instructors have sufficient mental power to mould into proper form the minds of their pupils, they are not doing for us the service which we need, and ought to be changed. That in many instances they are not doing this, is evident from the fact, that there is springing up in the minds of some a prejudice against female teachers; who would go so far as to declare themselves ready to employ no female instructors. They would discard the whole, and substitute males in their place.

This brings us to a question which was proposed at the outset,

as to the justice and true economy of employing female teachers. We have seen that from the very nature of the female mind it is well adapted to instruct young children,—that there may be danger of carrying the idea of female instruction too far,—and that complaints already exist.

Now, whence come these complaints? They arise from this fact, that from a false economy, many things are forced upon female instructors, which are not and cannot be well performed by them. Let a female undertake to control a school of large scholars, who do not respect her, because they feel that they can compel her to come to their terms, and there will be sown in that school the seeds of anarchy, which will soon bring forth their legitimate fruit. Thus those who injudiciously employ female teachers are fertilizing the soil of misrule, whose bitter fruits will by their poison taint all our social existence. How much does that parent gain, who, for the sake of gold, barter away the youth of his child? He has no true economy, who seeks only to increase his treasures; no just ideas of his own “destined end or aim,” who enriches his purse by burying all the nobler impulses of his nature. So also is it in our own schools. Although we may seem to gain for a time, yet in the result we shall surely lose.

But there is another view of the economy of this, involving also the justice. We are bound in all cases to render an equivalent for labor. Now, the labor which the female teacher performs in some of our common district schools is in every respect as arduous as that of male teachers. For this they receive not one half the compensation of male teachers. This ought not to be. If the female can render equal and in some cases superior instruction, why should she go uncompensated? Must she bestow these labors gratuitously, or for a bare pittance? Moreover, it is an admitted principle that any business will prosper just in proportion to the talent engaged in it. It is also admitted that the talent engaged will be in proportion to the compensation. If the manufacturer wishes to engage talent and science in his business, he obtains it by paying so much as to allure it from other callings, to be devoted to his employ. There is no exception to this except in two instances of occasional occurrence. The one is when an individual from previous bias or natural inclination enters upon some particular profession. Of such we find cases most numerous among the various kinds of artists and professional men. The other is when persons from a real sense of duty enter upon some self-sacrificing occupation. Of such, instances the most frequent are found among our clergy and missionaries; sometimes they may be found among our teachers, quite often, indeed. If now we refer to the statement made at the beginning of this article, we shall find that almost every kind

of female labor is more abundantly compensated than teaching. Allowing that the female teacher in the public schools receives pay for twelve months' labor, she is more poorly rewarded than any other class. But generally she teaches for only four months, or at the most, eight months out of the twelve, making her yearly harvest only from \$32 to \$64. This is the statement for Massachusetts; elsewhere it will not be so high. From this how much can be accumulated? From this \$64, or rather \$32, the female teacher must find resources for dress, books, and all those incidental expenses so needful for one's comfort and satisfaction. Indeed, when we have very economical committees, a part of this can be made to go to the purchase of articles for the convenience of the pupils.

Now compare this with the pay of females supported by manual labor, and we find, that, allowing for the labor of the whole year, (for most of them are employed for the whole year) they receive from \$104 to \$130. Here then we have manual labor versus intellectual, and the former is the victor. And again, how much do these operatives expend in learning their trades? how much for books? how much for the trade itself? Not a mill. Thus it stands then, \$64 against \$100. Is this just? But more especially, is it economical? Shall we find the female mind assuming all the toil of instruction? the care of vexatious pupils? enduring all the murmurs and violent outbursts of passion from outrageous and unreasonable parents? — carrying each day's labors home with them, and renewing the realities of the day in the visions of night? Shall we find the best of female talent doing this, when it can be so much more liberally rewarded by controlling brute matter — and not be unmercifully berated? Shall we find this, when the servitors of our appetites are more freely paid than those who minister to our intellectual wants? Shall we find them doing this, when those who provide for our bodily protection are better compensated than those who seek to clothe our minds with the garment of knowledge? Shall we find them doing this, when our private schools, by superior pay, are drawing the best female talent into private service? How shall we look upon the female mind which is now engaged in imparting instruction? Either as below what it should be, and not rendering a "quid pro quo" for the money paid out, or as doing for the public (mirabile dictu!) missionary service! Is the Commonwealth of Massachusetts in need of this? We have thus endeavored to consider the justice and true economy of this subject, and trust that it may somewhat alleviate the present condition of our female instructors. Yours,

JUSTUS.

September, 1849.

LETTER TO A PRIMARY SCHOOL TEACHER.

MY DEAR FRIEND :—

I am very sorry that you do not find the arrangements of your school agreeable; and I perfectly coincide with your opinion, that the primary schools in general fall far short of accomplishing for their pupils what they should do, even while so scantily endowed as they at present are. Throughout the State, I believe, these schools receive the children of four years of age, and retain them until they reach the age of eight, and even longer, if, as it often happens, they cannot then meet the requirements of the next higher grade of schools.

These requirements are the ability to read easy reading, and spell easy words; and sometimes a knowledge of the Multiplication table and some skill in the elementary processes of Arithmetic are added. What meagre fruits for three, four or five years of training!

But you desire me to give you some hints which shall enable you to *infuse more life* into your school, and do the little ones for whom you are laboring, *more good*. I presume you teach them to sing. Singing should be one of the child's first exercises, and I believe it is almost universally practised now; therefore I allude to it only to say, that it seems to me, the character of the songs and the appropriateness of the one selected to the time of singing it, are matters of some consequence. Not long since, I was in a school where the children were very restless, and I asked the teacher if she ever resorted to a song, as a safety-valve to let off the too abundant life. "O yes," she said, and commenced singing a very soft and gentle melody. The children, almost bursting with pent up activity, sang, or rather shouted. She told them to stop if they could not sing *better*, by which she meant more softly. They failed of tuning their heart-strings to "*il penseroso*;" she sternly reproved, which put all in a sullen frame of mind, and the singing was over. No good moral effect—no relief to the excited nerves—no musical culture, was attained. Had she selected for them some joyous, ringing song, how different would have been the effect. I would recommend for the close of school, some peaceful, rather than warlike ode, as one means of forestalling a street affray.

A slate and pencil are the first educational implements which I should put into the hands of the child. I should make myself able to draw upon the Blackboard, in preference to having printed patterns; for the little learner will think it possible to do *what he sees you do*, when, if you placed the result of your work before him, he would think it altogether impossible.

Commencing with short lines, horizontal, vertical, and inclined, I should go on to simple geometrical figures, the letters of the alphabet, arithmetical figures, and the drawing of simple objects, as books, chairs, tables, bridges, &c., as fast as I could interest my pupils and carry them with me. While this is being taught, much may be accomplished beside the development of the perceptive faculties, and the training of the hand, which are directly involved. A judgment of measures may be formed. An inch, a foot, a yard, a rod, may be learned, and applied to the measurement of the objects drawn, to those about the room, or to others in view from the door and windows. The alphabet, and even many words, may be taught. In following the directions you give, counting, addition, and subtraction can hardly be avoided. By talking about the things you present, and *making the children talk*, they will get many valuable ideas, and learn to express them too. All this I have seen done by children five years of age; and what teacher of the more advanced school, but would feel himself fortunate in receiving pupils so developed, rather than those who, parrot-like, repeat the Multiplication Table, can read the words of a book, perhaps without the ideas, and answer a few questions in Geography. How many hours of the time of our pupils in the more advanced schools would be saved, had they the ability to draw straight lines, circles, &c., with accuracy and quickness. How many hours in the study of Geography, and how great a gain in the intelligible acquisition of it, had they a quick perception of form, so that by a glance at the map a picture of the country should spring from the fingers, correct, not only in general outline, but in detail, bays, rivers and mountains.

This may be done by the trained boy of five or seven, better than by the untrained hand of twenty-one. It comes not by age, but by training. The child who has thus been led to notice carefully the forms of things, is prepared to observe the differences between words on the printed page, and will learn to read rapidly and to spell correctly. How often do we hear it said of a child, he never went to school before he was seven or perhaps eight years old, but that in a few months he was in advance of those who commenced the race three or four years before him. I apprehend the reason of it may be found in his having been doing things which prepared him for the work! — as it were, getting *instruments* ready with which to labor, while the others were going on without them.

With regard to reading, I shall not speak of the mechanical part, the training of voice, enunciation, &c., nor of the manner of commencing to teach a child to read. I believe the faults most common and injurious in this department, and the ones to which the disagreeable and unnatural reading should be attributed are, giving children pieces of composition beyond their com-

prehension, and allowing them to try to read them before they are familiar with the individual words of which they are composed. I see no reason why children should not utter in as pleasant tones and with as graceful movement, the words, "Mary is a good girl," "Birds are beautiful things," with the book before them, as they would speak to each other in their play ground, save that all their faculties are required to find out what the strange looking symbols shall be called, and they forget that they mean anything which they ever heard about.

But when a child has read a sentence, the *end* is not attained, only a means to an end, — to the all important end of having him see, hear or feel, the thing he has read. This should be uniformly attended to, from the first of learning to read. If the story is of a bird with a white breast, black back, and a red tuft of feathers upon the head, see to it, that the reader and the listeners too, *behold it as plainly* as if it were perched upon the page, where in words it is pictured.

Consider what will be the effect of this work of the imagination, this accurate picture making, when the child shall study Geography, History, and other things consisting mainly of descriptions. Suppose the Torrid Zone to be mentioned. It spreads out before us with its exuberance of animal and vegetable life, — we see its dark foliage, — hear the hum of its swarming myriads, — admire its golden skies, — feel its hot breath, and so really enjoy its sublime influences, that we *shiver*, as the next paragraph transports us to the panorama of ice, destitute of living things, in the gloomy light of the polar regions.

Much of this kind of reading should be given to children. When a moral truth is the theme of the lesson, let not its rich benefits pass away unheeded; and thus the charm and the chief utility of the exercise be lost. We cannot be sure that these impressions are made upon the mind of the child, unless he presents them to us; and words are the medium through which he must do it. This leads to another exercise, which I would have go on from the first of reading, and be commenced even earlier: so soon as the child listens to the reading or recital of a story, — so soon as he gets an idea, put him in the way of expressing it, orally at first, then, when he shall have a longer one than he can remember, or one that he wishes to keep, let him write it or print it. One good exercise to lead the young thinker a little beyond what is actually told him, a sort of buoy to his young wings as you would send him forth upon the ocean of fancy, are pictures, which he may describe, telling also what, from the appearance, *has happened*, or is going to be done by the pictured actors.

Another exercise which is often practised, is giving lessons from familiar objects, as glass, India-rubber, any of the minerals,

and, indeed, nature is one vast store-house of apparatus for this work.

Require the child first, to enumerate what qualities he perceives by the sense of vision ; next, let him take the object and see what new qualities the sense of touch discovers, then apply other tests, as tasting, smelling, breaking, burning, &c.

You can then explain how and where the thing is obtained, or manufactured, its uses, &c., and thus you will communicate much important information, and give your little pupils a vocabulary of descriptive terms, which many adults never gain.

Do you think this is a burden of labor too weighty to be borne ? Try it, and see if the results do not make it light. Ten or twenty minutes a day of the teacher's time, will mark out the employment of hours for the children, — employment which will be delightful to them, and for lack of which, the six hours seem so long. It will save many bright thoughts being given to the processes of mischief, and thus, what was commenced as intellectual training, will greatly advance the moral condition of the school. Had I not already made a very long draught upon your patience, I would speak of what you should do for the physical development of the children, by way of directing their attitudes while sitting, standing or walking, — upon the utility of some simple calisthenic exercise, both as regards the cultivation of the voice and the general health ; of long and deep respiration, and many other points, each of which would be sufficient for a whole letter.

I can but think were our little children allowed this kind of exercise, in place of so much conning of words, we should cease to hear of the monotony of the school-room, and the treadmill life of the teacher. The children would be transformed into beings of very different temperaments, if not of different species ; and those into whose hands they should pass for subsequent instruction, would rejoice to cast their seed upon such well prepared soil. They would find that firm foundation which the more advanced schools must ever look to you to prepare, on which to establish the physical perfection, intellectual power, and moral beauty, which we would have our boasted common school system give to her sons and daughters.

With best wishes for your usefulness, I am yours truly, **

WELCOME a pin's weight of knowledge, whether picked from the fool's lip or an enemy's tongue ; for gleanings by the wayside fill the garner, and gems from the sand-bank deck the queen's coronet. — *Rev. George Landon.*

SCHEMING.

ABBOTT'S TEACHER, perhaps the most suggestive among our educational works, mentions, (as a means of interesting pupils in the condition of the school) choosing a committee to present in a weekly report whatever they may observe worthy of praise or blame. The following is a specimen of such a report. The committee in the school where this was prepared, consisted of three members, one being elected each week. It was the duty of the senior member, after receiving communications from the others to prepare the report, and read it at the appointed time.

REPORT.

The committee appointed to make out the report this week present the following :

1st. We are happy to say, that for some time past we think more attention has been paid to the ringing of the bell, and to sweeping, dusting, &c., but we regret that the unoccupied seats seem to be losing their original color, from the thick dust that is collecting upon them.

2nd. Many complaints have been made on account of the room's being so chilly, and your committee would suggest that some person be appointed to take charge of the fire, for they think it a pity that in October pupils should freeze.

3rd. It has been suggested that we ought to be very glad that oak trees have refused to yield any more fruit for the benefit of the scholars of this school.

4th. It has been recommended that the blackboards be washed, as the marks made by the chalk are scarcely discernible, and that the little paint which is upon them be not worn off by unnecessary marking or writing upon them.

5th. The committee recommend that the scholars *who are capable* be invited to join the class in Parker's Exercises, and that the practice of reading select pieces in the morning and on Wednesday afternoon, be revived.

6th. We think there is room for much to be said in relation to neatness both in the schoolroom and out of doors. We think that if a stranger should enter the town, his taste would not be gratified with the order, neatness, &c., which the yard in front of the school-house exhibits. Among the minor virtues, neatness is conspicuous. Lord Bacon says, that a neat *person* is a letter of recommendation. When we first see a person we judge of him only from his appearance. He whose exterior is agreeable will have a good word spoken for him in any society. Who would not prefer the neat cottage of the humble peasant to the costly palace of the wealthy noble, where disorder and negligence bear

sway. We may learn a lesson of neatness from the animal creation. With what care and attention do the feathered tribes wash themselves and put their plumage in order, and how perfectly clean, neat and elegant do they appear. It has been said that sweetly singing birds are always remarkable for the neatness of their plumage. If neatness is thus practised by the birds of the air, how much more should it be by man who is so much higher in the scale of being. We sometimes see literary men, who seem to pride themselves upon looking negligent and slovenly. We have read of authors who thought that inky fingers indicate humor, a slouched hat, a well stored brain, and that genius always travels about in unbuckled shoes. Slovenliness, so far from being commendable in persons of this class, is more blamable than in many others. A smith from his forge, or a husbandman from the field, is obliged to appear sometimes with the mark of his labor. A writer, on the contrary, sitting in an easy chair, at a polished desk, and leaning on white paper, or examining the pages of a book, is by no means obliged to appear otherwise than neat and in order. Far from thinking that a negligent dress marks a cultivated mind, we *suspect* the good sense and talent of him who wears a tattered coat as the badge of his profession. If the want of neatness is so much to be dreaded, how careful should we be to form habits of neatness and order. To have neatness we must have order, for order and neatness are twin sisters. We are forming habits, in this schoolroom, which will last to old age. How important, then, that they be good ones!

Finally, your committee would offer a few remarks on the subject of communicating. At a former time we might, perhaps, have hazarded our popularity by such a course, but now the public sentiment is better, and the utility of refraining entirely from communicating at improper times, is beyond dispute. We think our school is on the whole improving in this particular, though there are many departures from a conscientious observance of the rule. Now, why should these violations of the rule continue? If the best teachers advocate it, and the best schools practise it; if it is the most effectual means of cultivating a habit of self-control which is at least *as* necessary as the knowledge of the books which we study; if, indeed, this practice is the foundation of good order and the effectual remedy for all those irregularities which draw pupils from learning, and teachers from instructing, and if a little of communication admitted, lifts the latch to all those practices which check our progress in those pursuits for which we assemble here, why not leave off?

Your committee think that a strong argument against communicating is, that those who complain of the prohibition are the young, the idle, and those most deficient in self-control; while the more mature, those who have gained the name of studious

and conscientious, are rarely seen on the communication list, and never advocate the practice of whispering or otherwise communicating with their neighbors. Your committee would close with saying, that they have as individuals, and they think the school has been benefited, by taking care not to communicate with our neighbors, and we recommend to the scholars to carry out the practice to its full extent, and we pledge ourselves, for the ensuing week, to adopt the non-communication rule with a more rigid construction than we have ever done before.

Respectfully submitted by your committee.

HUMAN PROGRESS.

A LIFE filled by this thought (of progress) shall have comforts and consolations which else were unknown. In the flush of youthful ambition, in the self-confidence of success, we may be indifferent to the calls of humanity; but history, reason, and religion, all speak in vain, if any selfish works — not helping the progress of mankind, although favored by worldly smiles, — can secure that happiness and content which all covet as the crown of life. Look at the last days of Prince Talleyrand, and learn the wretchedness of an old age which was enlightened by no memory of generous toils, by no cheerful hope for his fellow-men. Then, when the imbecilities of existence rendered him no longer able to grasp power, or to hold the threads of intrigue, he surrendered himself to discouragement and despair. By the light of a lamp which he trimmed in his solitude, he traced these lines — the most melancholy lines ever written by an old man; think of them, politician! “Eighty-three years of life are now passed! filled with what anxieties! what agitations! what enmities! what troublous complexities! *And all this with no other result than a great fatigue, physical and moral, and a profound sentiment of discouragement with regard to the future, and of disgust for the past.*” Poor old man! Poor indeed! In his loneliness, in his failing age, with death waiting at his palace-gates, what to him were the pomps he had enjoyed! What were titles! What were offices! What was the lavish wealth in which he lived! More precious, far, at that moment, would have been the consolation, that he had labored for his fellow-men, and the joyous confidence that all his cares had helped the progress of his race.

Be it, then, our duty and our encouragement to live and to labor, ever mindful of the future. But let us not forget the past. All ages have lived and labored for us. From one has come

art—from another jurisprudence—from another the compass—from another the printing-press—from all have proceeded priceless lessons of truth and virtue. The earliest and most distant times are not without a present influence on our daily lives. The mighty stream of progress, though fed by many tributary waters and hidden springs, derives something of its force from the earlier currents which leap and sparkle in the distant mountain recesses, over precipices, among rapids, and beneath the shade of the primeval forest.—*Sumner's Oration at Union College.*

OUT OF DOOR INFLUENCE OF TEACHERS.

TEACHER, do not fail to seek intercourse with the parents of your pupils. You will often find in it pleasure and profit for yourself, where you least expected it. To be sure, the places where you meet intelligent counsel and hearty coöperation, are the ones where your visits are the least needed; but it is often the case, that parents who have intelligent views, allow business and society to shut out all adequate knowledge of their children's studies, habits, and morals. Such will often be surprised at their own neglect, and ashamed that they have inquired so rarely concerning the progress of their children. With these, all that is necessary is, to make school an object of thought. Talk about it, till its voice shall be heard among the claims of business, and fashion, and pleasure.

This being done, inquiries will be made at home respecting the affairs of school. This will stimulate the children to diligence in their studies, and care over their deportment, as well as increase their respect for you, and thus add to your influence over them. Children quickly learn to think those things important which they hear talked of by their parents and friends. Who has not observed that the interest which children feel in a stranger, and the manner with which they approach him, are almost an exact measure of their parents' interest and respect.

Sometimes you will find an interest without intelligent direction. Here you can modestly guide. Show, as every reflecting teacher can, the evils of coming late and irregularly to school. Teach them your principles of government, the necessity of restraint, and the importance of obedience. Talk of the organization of your school. If it be a large one, show how increase of numbers requires increase of system, making absence a greater evil than in smaller schools, such as they probably attended. Impress upon such your own high sense of the importance of a

careful performance of all the school duties. Some care bestowed in this way will be in many cases your surest and easiest way of securing the progress of your pupils. Nothing will more readily enlist the interest of parents than evidence of your own strong interest.

But there are children whose parents have little intelligence, who are under little restraint, for whose prosperity there is little care bestowed, and, so far as you can judge, little interest felt. To the homes of these, you must go to discharge a duty more imperative than almost any other which devolves upon you as a teacher. What if this is no part of your contract with the school committee? What if your six hours of labor is all the legal requirement, and that, this being performed, and good examinations sustained, your employers have no cause of complaint? You are none the less under obligation on that account. Your profession is preëminent for the amount of labor which is left at your own discretion. A large portion of it is of such a nature that it cannot be measured as so many cords of wood cut, or so many yards of cloth woven, and an equivalent assigned. As well might a missionary be paid by the day for his privations, teachings, and prayers; or a pastor by the parcel, for his watchings for the young, his counsels to the sick, and his last offices to the dying and the departed. If there is something to be done which no one acknowledges as his particular duty, so far as it is in your power, it is *your* duty. Particularly is this your duty, because you can perform it more advantageously than most other persons; perhaps more so than any. It is particularly your sphere. Let contributions of labor and means for a thousand charities be bestowed by others; nowhere can your labor be invested more profitably than here. If your mind is in your business, you can do this most understandingly. If your heart is in it, you will do it most earnestly and faithfully. You may claim from society exemption, if need be, from some other duty, on the ground that this is your peculiar duty.

Having, then, been careful to make your school pleasant and attractive, so that children properly influenced at home will love to gather there, go forth, armed with an all-subduing benevolence, and as much of public opinion as you can enlist, to the homes of the tardy, irregular and truant pupils; and, as nobody has better opportunity to know condition and character, present, to the best of your ability, the considerations you deem most appropriate. Your presence and manifestation of interest will often convict negligent parents of their sin, and impel weak and inefficient ones to greater exertion. You will hardly find parents who are without love for their children, or pride in what they consider their best qualities, or without hope that they will be respected and prosperous as they advance in life. The evils

of which I speak, arise oftener from neglect and procrastination than from absolute indifference. They are not sufficiently impressed with the consequences of the course which their children are pursuing. The end of the path is not discerned. The distant is obscure. Reflection has not given them a philosophic eye to pierce the future. They do not comprehend general laws. They cannot see in a child's character an oak growing from the present acorn. Pain from the touch of a burning coal is considered certain; but, that the vices of their children, which they might now restrain, will afterward sting like adders, is not so evident as to prompt to vigorous exertion. They wait and hope, until the vice whose sting shall pierce the soul, has perfected its growth. They have not faith to believe that effects which are a little remote, are just as sure as those which follow their causes at once. Hope predominates over caution. They trust that, by some means, they know not what, the danger will be escaped; and when they see the danger imminent, they know not how to set themselves at work to effect a change. Try to give such parents a distinct view of their children's condition, and their prospects if they pursue their present course. Dwell on what good features there are; for such persons need encouragement. Be sure to express your conviction of what their children can become, if a judicious course be pursued. Then try to make them see that the future is determined by the present, as the harvest follows the seed-sowing; that Scripture speaks not idle words, when it tells us that as we sow so shall we reap.

Try in such cases to fix definitely on some things to be done by the parent. If there is necessity for absence on certain days, as there sometimes is, have it so understood, and then there is no habit of irregularity formed. To meet such cases, some plan should be adopted at school for securing the omitted lessons. One, perhaps, may be recited on the day before the absence, and the others made up afterwards. If loitering or truancy be the difficulty, have it understood that you will give prompt information of every absence.

Whatever class of children you may have under your care, you will find some labor of this sort among the most profitable of any which you perform. You need not go as a police man. Nor need you, on such occasions, be nothing but a schoolmaster. Observe, if after such a call, you do not receive a more cheerful *Good morning*; if there is not a more careful and cheerful obedience, and a greater desire to anticipate your wishes, and if the lessons are not better prepared. Particularly, observe if there is not more care bestowed on those things which were the subjects of your conversation. Often your remarks will have more weight there than when made at school. Lawyers are not held entirely responsible for opinions expressed in the court room.

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So teachers, when urging the importance of certain habits of study and self-restraint, are sometimes looked upon as talking professionally. But the parents' cordial endorsement makes his counsels current, when given at home.

How many little misunderstandings may be explained, and false impressions corrected. You have but to learn how little most parents know concerning the detail of school operations, to see the need of your effort in this department. They ought, to be sure, to come to you to learn this; but they do not, and your best way to make them visit the school house, is to visit them at home.

Fit yourself to be, and *be*, a teacher of higher views in relation to schools. Read the best books, and reflect till you can give full reasons for your opinions on discipline and habits, on intellectual and moral culture. Show that you regard the school as something more than a prison or a police institution. Be able to show the defects in the structure of your school house, if they exist, and the remedy for them; the necessity and best modes of ventilation, the moral effects of neatness and order, and the best arrangements for securing them. Be acquainted with the history of school progress, with the methods practised in other places and in other times, with the school laws, and be able to show that school history is to a great extent the history of intelligence and civil liberty. Make yourself in your own neighbourhood, a teacher of these things. On whom does it more appropriately devolve than on you? A female teacher was lately consulted by the building committee of the district where she had taught, and was engaged to teach again, and her plan, giving all the details of the interior of the proposed house, was adopted. They now have a school-house, which, for convenience and simplicity, is a model. Let teachers have more knowledge on these subjects, and disseminate it, and many mistakes which are made in the construction of school-houses, the selection of books, and the adoption of impracticable rules, may be avoided. Teachers as a body will be more respected. The emoluments of their profession will be increased, and more be done by them to advance the interests of education, and promote the good of their fellow-men.

LET a boy who is learning Latin Grammar translate the following sentence, and he will fix in his mind one form of an irregular verb: — *Mea, mater est mala sus.* Another, — *Pugno, pugnas, pugnāt.*

ERRATUM. — On page 298, seventh line, after the word "conscience," insert the words "will become easy."